

ARLINGTON PUBLIC SCHOOLS

In accordance with the provisions of the Massachusetts General laws, Chapter 30A, Section 20, notice is hereby given for the following meeting of the:

**Arlington School Committee
Curriculum Instruction Accountability and Assessment
Wednesday, November 18, 2020
5:00 PM**

Conducted by Remote Participation

<https://www.mass.gov/doc/order-suspending-certain-provision-of-open-meeting-law/download>

Open Meeting

Conducted by Remote Participation <https://www.mass.gov/doc/order-suspending-certain-provision-of-open-meeting-law/download>

You are invited to a Zoom webinar.

When: Nov 18, 2020 05:00 PM Eastern Time (US and Canada)

*Topic: School Committee Curriculum, Instruction, Accountability and Assessment
CIAA*

Register in advance for this webinar:

https://us02web.zoom.us/webinar/register/WN_Ptx2tSloSrSy0CW3fmdLfQ

After registering, you will receive a confirmation email containing information about joining the webinar.

Public Comment

Reopening matters - Arlington High School

Reopening matters - other updates

District Goals 2020-2021

Approval of minutes

Old Business

New Business

Adjournment

The listings of matters are those reasonably anticipated by the Chair, which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.

Stated times and time amounts, listed in parenthesis, are the estimated amount of time for that particular agenda item. Actual times may be shorter or longer depending on the time needed to fully explore the topic.

Submitted by Len Kardon, Chair

Massachusetts law requires all open session meetings of public bodies to be accessible to members of the public, including those with disabilities. If you need reasonable accommodations in order to participate in the meeting, contact the Administrative Assistant to the Arlington School Committee Karen Fitzgerald at kfitzgerald@arlington.k12.ma.us in advance of the meeting.



Town of Arlington, Massachusetts

Meeting Location

Summary:

Conducted by Remote Participation

<https://www.mass.gov/doc/order-suspending-certain-provision-of-open-meeting-law/download>

ATTACHMENTS:

Type	File Name	Description
□ Reference Material	Remote_Meeting_Script_(00022231xA050C).pdf	Remote script
□ Reference Material	Reference_Supplement_re_Remote_Participation_During_Coronavirus_State_of_Emergency_-_Checklist_and_Script.pdf_(00022235xA050C)_(1)_(1).pdf	Supplement re Remote Participation during Coronavirus State of Emergency

DRAFT SCRIPT FOR REMOTELY CONDUCTED OPEN MEETINGS

Confirming Member Access:

As a preliminary matter, this is [identify meeting manager – Chair, support staff, etc.]. Permit me to confirm that all members and persons anticipated on the agenda are present and can hear me.

- Members, when I call your name, please respond in the affirmative. *State each members' name.*
- Staff, when I call your name, please respond in the affirmative. *State each staff members' name.*
- Anticipated Speakers on the Agenda, please respond in the affirmative. *State each anticipated speakers' name.*

Introduction to Remote Meeting:

Good morning/afternoon/evening. This Open Meeting of [Insert Public Body Name] is being conducted remotely consistent with Governor Baker's Executive Order of March 12, 2020, due to the current State of Emergency in the Commonwealth due to the outbreak of the "COVID-19 Virus."

In order to mitigate the transmission of the COVID-19 Virus, we have been advised and directed by the Commonwealth to suspend public gatherings, and as such, the Governor's Order suspends the requirement of the Open Meeting Law to have all meetings in a publicly accessible *physical* location. Further, all members of public bodies are allowed and encouraged to participate remotely.

The Order, which you can find posted with agenda materials for this meeting allows public bodies to meet entirely remotely so long as reasonable public access is afforded so that the public can follow along with the deliberations of the meeting.

Ensuring public access does not ensure public participation unless such participation is required by law. This meeting [will/will not] feature public comment.

For this meeting, [Insert Public Body Name] is convening by [telephone conference/video conference via Zoom App/Facebook Live/etc.] as posted on the Town's Website identifying how the public may join.

For “Zoom” Meetings

Please note that this meetings is being recorded, and that some attendees are participating by video conference.

Accordingly, please be aware that other folks may be able to see you, and that take care not to “screen share” your computer. Anything that you broadcast may be captured by the recording.

Meeting Materials

***For Novus Agenda-Supported Meetings:** All of the materials for this meeting, except any Executive Session materials, are available on the Novus Agenda dashboard, and we recommend the members and the public follow the agenda as posted on Novus unless I/The Chair notes otherwise.

***For Non-Novus Supported Meetings:** All supporting materials that have been provided members of this body are available on the Town’s website unless otherwise noted. The public is encouraged to follow along using the posted agenda unless I/The Chair notes otherwise.

Meeting Business Ground Rules

We are now turning to the first item on the agenda. Before we do so, permit me to cover some ground rules for effective and clear conduct of our business and to ensure accurate meeting minutes.

- I/the Chair, will introduce each speaker on the agenda. After they conclude their remarks, the Chair will go down the line of Members, inviting each by name to provide any comment, questions, or motions. Please hold until your name is called. Further,

- Please remember to mute your phone or computer when you are not speaking;
 - Please remember to speak clearly and in a way that helps generate accurate minutes
- For any response, please wait until the Chair yields the floor to you, and state your name before speaking.
- If members wish to engage in colloquy with other members, please do so through the Chair, taking care to identify yourself.
- For Items with Public Comment:
 - The Chair will first ask members of the public who wish to speak to identify their names and addresses only;
 - Once the Chair has a list of all public commentators, I will call on each by name and afford 3 minutes for any comments.
- Finally, each vote taken in this meeting will be conducted by roll call vote.

[Any additional preliminary comments tailored to meetings]



Town of Arlington Legal Department

Douglas W. Heim
Town Counsel

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To: Select Board

Cc: Town Committees and Commissions; Adam Chapdelaine, Town Manager; John Leone, Town Moderator

From: Douglas W. Heim, Town Counsel

Date: March 18, 2020

Re: Supplement – Remote Meeting Checklist and Guidance

Please receive this Supplement to the Memoranda from this Office of March 11, 2020, and March 13, 2020 regarding the Town’s options for conducting meetings during the coronavirus (or “COVID-19”) State of Emergency in the Commonwealth.

As you will recall, meetings by telephone or video conference during the State of Emergency may proceed with all participants engaging remotely, so long as “alternative means of public access” is provided.¹ Public access can be provided by allowing the public to call in or otherwise join meetings remotely so that they can see and/or hear what takes place at remote participation meetings. To assist you in availing yourselves of these options, this Office has developed a checklist and script for Chairs and administrative support staff for remotely

¹ Certain hearings require additional consideration where public comment and/or participation is required.

conducted open meetings which you will find attached. These documents are intended as guides primarily to ensure the following:

- Accurate meeting minutes can be recorded;
- All other requirements of the Open Meeting Law are met;
- The public understands the modifications to the Open Meeting Law during the State of Emergency; and
- Chairs are able to effectively used new technologies such as the “Zoom” app effectively.

Please keep in mind that unlike some other users of teleconference or videoconference technology, it is essentially that a government body’s business can be accurately understood and recorded in meeting minutes, and that the public can follow along.

If specific circumstances of your meeting require further counsel, such as conducting an executive session by remote meeting, please contact this Office at your convenience for further support.



Town of Arlington, Massachusetts

Open Meeting

Summary:

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Town of Arlington, Massachusetts

Public Comment



Town of Arlington, Massachusetts

Reopening matters - Arlington High School

ATTACHMENTS:

Type	File Name	Description
<input checked="" type="checkbox"/> Presentation	AHS_Semester_2_Presentation_201105.pdf	AHS Semester 2 Presentation

Arlington High School



Semester 2 Presentation

Today's Focus

- What should our goals be?
- How are things going?
- Review constraints?
- Review options?
- Trade offs and priorities?

School Committee Requests

- A summary of student experiences to date with remote instruction, including participation rates and the number, percentage, and frequency of in-person, on-campus contacts AHS students have with faculty and staff,
- AHS Reopening Plan and FAQ for SY 21
<https://docs.google.com/document/d/1Q23uppUcCWiFqpGxtos5C8J-9pFBf-HU8L51WhxetHq/edit?usp=sharing>
- Arlington High School Support for Remote Instruction 201016
<https://docs.google.com/document/d/1H0txJfzhdqI2zLwlToVGghYprc7WxKY77GbBSVdoY0Y/edit?usp=sharing>

School Committee Requests

- A summary of the school leadership's evaluation of all reasonable hybrid models they have researched that allow students to experience live, in-person instruction (e.g., grades of students going to school at different times, an in-school schedule for selected core courses, etc.),
- A plan to implement hybrid instruction at AHS in the second semester of the 2020-21 school year that allows all students to experience live, in-person instruction if their parents or guardians make this choice for them, and
- A summary of any new costs associated with a transition to hybrid instruction in the second semester (e.g., audio visual equipment, additional staff, etc.).

Clarifying Goals

“We recognize that children learn best when physically present in the classroom. But children get much more than academics at school. They also learn social and emotional skills at school, get healthy meals and exercise, mental health support and other services that cannot be easily replicated online. Schools also play a critical role in addressing racial and social inequity. Our nation’s response to COVID-19 has laid bare inequities and consequences for children that must be addressed. This pandemic is especially hard on families who rely on school lunches, have children with disabilities, or lack access to Internet or health care.” ([AAP, AFT, NEA, AASA](#))

Focus Goals

- Safety (students, staff, community)
- Academics
- Social emotional interaction
- Meals and exercise
- Equity of access
- Students with disabilities
- COVID readiness

How are things going?

Warm and Cool Feedback (school? general?)

- Attendance and engagement
- Academic progress
- Social emotional
- Equity

Current Model

- Most classes and students are be remote for Semester 1
- High needs students offered in school programming
- Reverse field trips and other in person programming offered
- Athletics and extracurriculars continue

Semesterised Year

Term 1	Term 2	Term 3	Term 4
A - English	A - English	E - History	E - History
B - Math	B - Math	F - Science	F - Science
C - Elective	C - Elective	G - World Language	G - World Language
D	D	H - Elective	H - Elective

Semesterised Year

Emphasizes depth over breadth

Helps students manage load and communications

Allows teachers to focus on a smaller set of students. More follow-up.

Blocks allow for varied instructional modes

Challenges in languages and math

Instrumental and Choral Music intended to allow full-year

Bell Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
A - 80' 8:30-9:50a	A - 80' 8:30-9:50a	PE- 45' 8:30a- PE-45' 9:15a-	A - 80' 8:30-9:50a	A - 80' 8:30-9:50a
B - 80' 10:00-11:26a	B - 80' 10:00-11:26a	PE- 45' 10:00a- PE-45' 10:45a-	B - 80' 10:00-11:26a	B - 80' 10:00-11:26a
Lunch - 30'	Lunch - 30'	Adv-24' 11:30a-	Lunch - 30'	Lunch - 30'
C - 80' 12:06-1:26p	C - 80' 12:06-1:26p	X/Counseling 60' 12:00p-	C - 80' 12:06-1:26p	C - 80' 12:06-1:26p
D - 80' 1:36-2:56p	D - 80' 1:36-2:56p	PD- 1:00p- Staff Meeting 2:30-3:45p	D - 80' 1:36-2:56p	D - 80' 1:36-2:56p

Our View

- Seeing high levels of attendance (97% vs. 96% last year), grade/work completion (comparable number of D/F), class engagement with work, academic progress
- Seeing comparable incidence of mental health issues
- Maximizes structured contact time with students
- Provides time for teacher planning, grading, follow-up
- Are developing programming for connection, e.g., reverse field trips, clubs, athletics, Wellness Month, Freshman Orientation
- Ongoing concern for kids who have higher need for in person contact
- Ventilation is now safe for rooms up to their capacity

Data

Attendance over 7 weeks - 97% vs. 96% in SY 2020

D/Fs - 216 at 7 weeks vs. 296 after Q1 in SY 2020
(should improve)

Increased social work contacts with students. Not increased levels of severe mental illness.

Definitions

Hybrid instruction involves a mix of live, in-person instruction, remote instruction, and independent learning activities.

- Cohort model - in a hybrid cohort model, classes are divided into smaller sub-groups of students so that they can receive live, in-person instruction in smaller groups for social distancing purposes.
- Shift model - in a hybrid shift model, classes are not divided, instead subsets of classes (e.g., by department, grade) meet in whole group or partial groups to allow for social distancing.
- Combined Cohort/Shift - one can combine cohorts and shifts to make more spaces available (e.g., only English classes come in and are divided in cohorts)

Constraints

Number and capacity of rooms (80 many small)

Staffing - Class sizes of ~25, 5 classes per teacher

Semesterised schedule (3-4 classes per semester)

Contract - 8:30-2:56 school day

No simulcast (Live classes with students watching from home)

Constraints

- Currently students have 4x80 minutes of remote teacher/students/structured instruction per class per week (320'), 3-4 classes per semester, advisory, and sometimes PE. This means that students have at least 4 hours of structured synchronous contact for 4 days per week (plus 4th class, PE, advisory)
- In a 2 cohort model, each minute of live, in-person time costs 1 minute of live, remote instruction (plus travel, passing, etc)
- In a 4 cohort model, each minute of live, in-person times costs 3 minutes of live, remote instruction (plus travel, passing, etc).
- In shifts, time is only lost for transitions (travel, passing, etc.).

Preferences

- Want to allow students to keep their current course requests.
- Want to allow students choosing All Remote to remain in their current classes.
 - Staffing a separate Remote Academy would require completely revising schedules.
 - If we reduced the number of hybrid students by even as much as 33%, we would still require 40-47 classrooms over 12+.
 - Staffing a separate Remote Academy or a Hybrid Academy would reduce options for ALL students, particularly those remote.
 - Can include remote academy students as a hybrid cohort in order to reduce overall class size and use smaller rooms for in-person
- Consistency and simplicity in the Semester 2 supports executive function, student routine, and planning

Room Capacity

Room Capacity	# of Rooms available
4-6	13
8	15
9	4
10	6
11	12
12	19
14	2
15	11 + (School committee)
Large 25+	6-8
Total	83 + Large spaces

Hybrid Options Consistent

These keep the current class offerings and staff assignments while building more opportunities for in-person instruction.

- Option #1 - 2 cohort model - Don't have enough large classrooms ~ 33 hold 12+ students (could add SC and large spaces) - Can't accommodate
- Option #2 - 4 cohort model (one cohort is all-remote) ~ 70 rooms hold 8+
- Option #3 - Departmental shift model - Create a regular departmental rotation for live, in-person instruction. Could serve each department in 2 days in large spaces and large classrooms. ~ 6-8 large rooms, 13 rooms hold 14+
 - Build out lab spaces to allow for larger groups of students to do science, art, FCS (students could observe remotely)

4 Cohort Model

1x40' in person, 3x50' remote whole class, 4 cohorts (inc. 1 remote)

Monday	Tuesday	Wednesday	Thursday	Friday
A1 cohort - 40'	A2 cohort - 40'		A3 cohort - 40'	Ar* cohort - 40'
B1 cohort - 40'	B2 cohort - 40'		B3 cohort - 40'	Br* cohort - 40'
C1 cohort - 40'	C2 cohort - 40'		C3 cohort - 40'	Cr* cohort - 40'
D1 cohort - 40'	D2 cohort - 40'		D3 cohort - 40'	Dr* cohort - 40'
Lunch/travel	Lunch/travel		Lunch/travel	Lunch
B remote 50'	A remote 50'		A remote 50'	A remote 50'
C remote 50'	C remote 50'		B remote 50'	B remote 50'
D remote 50'	D remote 50'		D remote 50'	C remote 50'

* "r" = Remote Academy student cohort

Features

Academic time - 1x40' in person + 3x50'
remote + 260' independent= 450'

3-4 courses per week

Short period - challenging for labs

Social interaction - 3 x 6 students, 1 x per
week

70 rooms hold 8+, still a challenge for
scheduling (Likely to need electives and
World Language to remain remote)

Departmental Shift

4x80' remote whole class, each department holds in person classes every 3-4 weeks

Monday	Tuesday	Wednesday	Thursday	Friday
A - 80' 8:30-9:50a	A - 80' 8:30-9:50a	PE- 40' 8:30a-	A - 80' 8:30-9:50a	A - 80' 8:30-9:50a
		PE-40' 9:15a-		
B - 80' 10:00-11:26a*	B - 80' 10:00-11:26a*	PE- 40' 10:00a-	B - 80' 10:00-11:26a*	B - 80' 10:00-11:26a*
		PE-40' 10:45a-		
Lunch - 30***	Lunch - 30**	Adv-24' 11:30a-	Lunch - 30***	Lunch - 30**
C - 80' 12:06-1:26p	C - 80' 12:06-1:26p	X/Counseling 60' 12:00p-	C - 80' 12:06-1:26p	C - 80' 12:06-1:26p
D - 80' 1:36-2:56p	D - 80' 1:36-2:56p	PD- 1:00p-	D - 80' 1:36-2:56p	D - 80' 1:36-2:56p
		Staff Meeting 2:30-3:45p		

Sample Shifts

M/T	Th/Fr	M/T	Th/Fr	M/T	Th/Fr	M/T	Th/Fr
English	Math	History	Science	W Lang.	Arts	Elective	

M/T	Th/Fr	M/T	Th/Fr	M/T	Th/Fr
English	Elective	History	W. Lang.	Elective	Math
Science		Science		Science	
	Art		Art		Art

Features

Academic time - 4x80' in person + 130'
independent= 450'

1 course per week, every 3 weeks

Can create separate labs to allow for
additional rotation

Social interaction - 1 x 25 students, 1 x per
week

8 large spaces, 32 large classrooms,
additional spaces for labs

Hybrid Option Restructure

These significantly change the current class offerings and staff assignments, requiring significant staffing and reducing course offerings.

- Combined grade shift and 2 cohort model - Have students come in with grade levels shifts that are also divided into 2 cohorts. Requires significant staffing. May require a remote academy (significantly reduced options)
- Limited hybrid academy - Space could accommodate about 300 students in a 2 cohort hybrid that teaches only core requirements (English, Math, History, Science). Requires significant staffing. Reduces course offerings for all students.
- Second shift - Could offer classes in the building during a second shift. Requires significant staffing. Reduces course offerings. Contract issues

Wednesday

Physical Education - Students meet with teacher via Zoom for 40 minutes on Wednesday. Students schedule small group meetings during the week (personalized). Students keep contract journals to document their work.

Advisory - Existing groups for grades 10-12. Video or activity, discussion, exit ticket. 1 credit P/F for attendance and participation.

Xblock - Focus on clubs and time for teacher help.

In School

- ~128 students with Identified High and Moderate Needs English Language Learners
- Workplace
- Harbor/Shortstop
- Learning Center
- Drop-in study hall

Update Field Trips

All teachers are expected to have at least 2 live meetings during the first semester (reverse field trips)

As of 11/10 we had 181 trips with 57 different teachers.

Approximately 2483 students visits

Mission Statement

In an effort to foster academic excellence and personal achievement at the highest levels, Arlington High School focuses on learning, connecting, and caring as a community. AHS provides a safe, supporting, nurturing environment in which students can acquire knowledge, values, and intellectual curiosity that will lead to life-long learning. As a community we have agreed upon the following values and habits of mind as foundational principles that will guide all teaching and learning and policy decisions at Arlington High School. They are:

- Integrity,
- Communication,
- Accountability and responsibility
- Respect.
- Effective teamwork,

We believe that living these values and habits of mind on a daily basis will ensure all students a rigorous high school education that will prepare them for their future roles as learners, leaders, and citizens in a 21st century democracy.



Town of Arlington, Massachusetts

Reopening matters - other updates



Town of Arlington, Massachusetts

District Goals 2020-2021

ATTACHMENTS:

Type	File Name	Description
Goals	Draft_20-21_Curriculum_and_Instruction_District_Goals_(1).pdf	Draft 2020-21 Curriculum Instruction District Goals



20-21 Curriculum and Instruction District Goals

Arlington Public Schools Department
of Curriculum and Instruction



Template for creating slides for 20-21 Goals

Each slide should contain the following components:

- Goal (Written in the S.M.A.R.T. goal format)
- Rationale for Goal
- Action steps to implement the goal
- Progress on the goal
 - Evidence of progress
 - Included metrics used to determine progress
- Resource:
 - [19-20 SMART Goals](#)

S.M.A.R.T Format

S = Specific and Strategic: Goals need to be *straightforward and clearly written, with sufficient specificity to determine whether they have been achieved.* A goal is strategic when it serves an important purpose of the school or district as a whole and when it addresses something that is likely to have a large impact on the overall vision.

M = Measurable: If it cannot be measured, it cannot be managed. *What measures of quantity, quality, and/or impact will be used to determine whether the goal has been achieved?* How will progress along the way be measured? Progress toward achieving the goal typically is measured through *benchmarks*. Some benchmarks focus on the process, as in are we doing what we said we were going to do? Other benchmarks focus on the outcome, as in are we seeing early signs of progress toward the results?

A = Action Oriented: Goals have active, not passive verbs. The action steps attached to the goals *indicate who is doing what.* Without clarity about what is actually going to be done to achieve the goal, a goal is only a hope with little chance of being achieved. Making clear the key actions required to achieve a goal helps everyone see how their part of the work is connected to other parts of the work and to a larger purpose. This knowledge helps people stay focused and energized rather than become fragmented and uncertain.

S.M.A.R.T. Format (Cont'd)

R = Rigorous, Realistic, and Results Focused (the 3 Rs): A goal is not an activity—a goal makes clear what will be different as a result of achieving the goal. A goal needs to describe a *realistic yet ambitious result*. It needs to stretch the educator, team, school, or district toward improvement, but it should not be out of reach. The focus and effort required to achieve a rigorous but realistic goal *should be challenging but not exhausting*. Goals set too high are discouraging, while goals set too low will leave a feeling of emptiness when they are accomplished and will not serve students well.

T = Timed and Tracked: A goal needs to have a deadline. Deadlines help everyone take action. For a goal to be accomplished, *there should be definite times when key actions will be completed and benchmarks will be achieved*. Tracking the progress made on action steps (process benchmarks) is essential—falling behind on doing one action will result in needing to accelerate the pace on another.

19-20: Goal 1

Goal 1: Student Achievement: The Arlington Public Schools will ensure that every graduate is prepared to enter and complete a post-secondary degree program, pursue a career, and be an active citizen in an ever-changing world by offering a rigorous, comprehensive, standards-based and data-driven K-12 system of curriculum, instruction, and assessment that integrate social, emotional and wellness support.

20-21 District Goal 1.1

Goal Objective 1.1: During the 2020-2021 school year, students will engage in effective, engaging and rigorous curricula designed to be implemented in a hybrid or remote learning program. Teachers will use student surveys, student work samples, formal and informal assessments to gauge student progress.

Digital Literacy 1.1: Grades K-12

Goal: The Digital Learning Department will provide district-wide monthly professional development in order to increase the integration and use of the newly acquired digital resources: Pear Deck, Screencastify, EdPuzzle, and Clever.

Rationale: In order to support the hybrid and remote academy learning environments, the integration of digital resources is critical. It is through these resources that students are able to engage in rigorous, rich learning experiences that will increase their knowledge and skills.

Digital Literacy 1.1: Grades K-12

Action Steps:

- Support and resources will be provided to teachers as they implement the unit
- Teachers will be able to interpret data in order to meet the needs of their students
- Provide district-wide weekly office hours
- Schedule monthly PD
- Provide coaching and support to staff

Progress on the goal:

- Evidence of progress will be measured by usage data gathered over the course of the 20-21 year
- Progress metrics will include analytic reports from each tool and staff feedback

ELA/English: 1.1: 1st, 2nd, and 5th

Goal: During the 2020-2021 teachers in grades 1, 2, and 5, will continue the work that was initiated in 2019-20 to reinforce phonics and reading skills. Progress will be monitored through monitoring data in Data Bank.

Rationale: Strengthen literacy instruction at these grades

Action Steps:

- Additional assessments will be added to collect data on discrete skills such as phonemic awareness, accuracy and fluency
- Teachers will be provided PD
- Teachers will be given instructional videos to share with students
- Teachers will be given PD videos to help support in the teaching of the units

ELA/English: 1.1: 9-12

Goal: During the 2020-2021 school year, teachers will continue their work to include various narrative forms in the common assessments at the high school. Teachers will analyze the results of the Common Assessments during their PLCs.

Rationale: Teachers noticed that students needed to broaden their scope of writing from analytical to include narrative responses.

Action Steps:

- Teachers will share materials in department and PLC meetings.
- Teachers will expand common assessments to include narrative options.

English Learner Education (ELE): 1.1: K-12

Goal: During the 2020-2021 school year, the ELE team will incorporate various interactive ELL online tools to address student engagement in content and academic language. The ELE team will measure ELL student engagement by sampling students participation through a combination of student questionnaires and/or teacher ratings of student participation. The ELE team will continue to build relationships with ELLs and their families in hybrid, remote, and/or face-to-face settings, connecting students' experiences to meaningful instruction.

ELE: 1.1: K-12 (Cont'd)

Rationale: Due to the ongoing COVID-19 pandemic, and the shifts in teaching and learning for both students and teachers, it is important to monitor student engagement with the various ELL online tools that supplement content an academic language. It is also important to build strong relationships with our ELL students and families in a hybrid, remote, and/or face-to-face setting during this unique school year.

Action Steps:

- Staff will participate in department meetings and PLCs/CPTs highlighting flexibility in EL programming/instructional strategies for distance learning
- Staff will attend webinars and conferences addressing the unique needs of ELLs

ELE: 1.1: K-12 (Cont'd)

Action Steps:

- Staff will develop informal student questionnaires
- Staff will develop teacher checklists/ratings for participation

History & Social Studies: 1.1: K-5

Elementary History/Social Studies Goal 1.1: During the 2020-2021 school year, teachers will work to identify essential learning standards and skills while working collaboratively across grade levels in order to make hybrid and remote learning accessible to all students. The K-5 social studies coach will meet bi-weekly with elementary teacher leaders to gather feedback on weekly learning plans.

Rationale: Due to the ongoing COVID-19 pandemic, teachers have had to make a shift to either hybrid or all remote learning and restructure curriculum units in order to adapt to these new modes of instruction.

History & Social Studies: 1.1: K-5 (Cont'd)

Action Steps:

- The History/Social Studies director and the social studies coach will meet weekly to discuss curriculum, identifying essential content and skills, and modifications that need to be made due to the hybrid/remote learning settings.
- The history/social studies director and K-5 social studies coach will create weekly learning plans that include essential questions, learning objectives, alignment with standards, learning activities, and multimedia resources for teachers and students.
- Establish at least one social studies teacher leader per grade-level as well as in special education and English language learning.

History & Social Studies: 1.1: K-5 (Cont'd)

- The K-5 social studies coach will meet bi-weekly with elementary teacher leaders to gather feedback on weekly learning plans.
 - Elementary social studies teacher leaders will also help contribute to learning plans by suggesting resources, learning activities, and adapting lesson components to learning applications like Google Slides, Screencastify, and Pear Deck.
 - Elementary social studies teacher leaders will also solicit feedback from buildings and grade-level teams
- Classroom materials will be organized and communicated to teachers via Google Classroom once a week
- Students will participate in one common performance task per unit. 3rd and 5th grade students will also complete a mid-year common assessment.

History & Social Studies: 1.1: K-5 (Cont'd)

- Teachers and administrators will reflect on data gleaned from these assessments in order to make adjustments to weekly learning plans and instruction.

History & Social Studies: 1.1: 6-12

Goal: During the 2020-2021 school year teachers will integrate online learning platforms (Google Slides, Jamboard, Pear Deck, EdPuzzle, Gimkit, Newsela, and Padlet) into their instruction in order to engage students in learning, but specifically to build students' historical thinking skills and give them practice in analyzing primary and secondary sources. Online learning platform dashboards, reports, and formative assessments will be used to measure progress on this goal.

Rationale: Due to the ongoing COVID-19 pandemic, teachers have had to make a shift to either hybrid or all remote learning restructure curriculum units in order to adapt to these new modes of instruction.

History & Social Studies: 1.1: 6-12 (Cont'd)

Action Steps & Measurement:

- Teachers will use an online learning platform, as mentioned above, in their classroom at least two times a week.
- Teachers will collect formative assessment information using the tools provided by the online learning platforms in order to make modifications to their planning and instruction (ex- a teacher will utilize the Pear Deck teacher dashboard and analyze student responses to open response prompts). Additionally teachers will share this data with students individually or as a whole class as necessary.
- Teachers will utilize department meetings, PLC meetings, and grade-level team meetings to plan common learning experiences that integrate the above online learning platforms.

History & Social Studies: 1.1: 6-12 (Cont'd)

- The history/social studies director will model ways to use online technology platforms in all department meetings.
- The history/social studies director will use observations and walkthroughs to create a list of hybrid and remote learning best practices.

Mathematics: 1.1: K-12

Goal: During the 2020-2021 school year, grades k-12 teachers will continue our work to meet the needs of all learners. As a continuation of the work that began last year, we will again focus on essential standards and the assessments that we use to monitor the progress of our stated values among the students.

Rationale: To focus the work on ensuring that all students receive a consistent, core education.

Action Steps:

- Teachers will continue to revise the essential standards and essential questions of each grade/ course of each curriculum map. These standards will include both content and practice standards.

Mathematics: 1.1: K-12 (Cont'd)

- Revise administered assessments to ensure we provide timely feedback, assess our essential standards, include formative and summative assessments, and to leverage technology when relevant.
- Identify a variety of assessments, including performance tasks, long term projects when appropriate, and open tasks that promote student creativity and individualization
- Focus on assessment of fluency at the lower elementary grades. Coordinate efforts among the math coach and math intervention teams.
- Review the data that can be extracted from Dreambox and IXL. Analyze their usefulness in identifying tier 1, 2, and 3 needs.
- Coordinate efforts with the district goal of aggregating data in the District Databank.

METCO Program: 1.1: K-12

Goal: During the 2020-2021 school year, the team will continue to provide academic and social emotional support to students. Specific actions include, but not limited to access to formal tutoring and group check-ins. Progress will be monitored by reviewing grades and obtaining feedback during student community meetings.

Rationale: During the spring of 2020, students had to quickly shift to a remote learning program. To respond to the impact of school closure, METCO staff devised tiered intervention supports to assist students with managing their emotions and behaviors with the goal of supporting their academic success. The tiered interventions will be ongoing during the current year to support students who are enrolled in a hybrid/remote learning program.

METCO Program: 1.1: K-12 (Cont'd)

Action steps:

- The director and social workers will have bi-weekly community meetings with students to create a space for students to have authentic conversations about their academic progress and their ability to maintain positive relationships with their teachers and peers. In addition, students will be given the opportunity to discuss social justice events in an environment in which their peers share their same racial/ethnic background.
- The team will survey the students to chart the students' social emotional well-being.

METCO Program: 1.1: K-12 (Cont'd)

Action steps:

- The program will continue to communicate with students through google classroom to provide weekly curriculum that will include thought-provoking questions for future community discussions.
- Virtual family meetings will be held every three months to give families the opportunity to give an anecdotal overview of how the school year is going.

Performing Arts 1.1: K-12

Goal: During the 2020-2021 school year, music teachers will implement content-based digital learning platforms to directly engage students to develop essential musical skills in a remote environment: aural perception; music literacy; critical response in both classroom music and music ensemble programs. Primary attention will be placed on QuaverMusic (grades K-5); Soundtrap (6-12 where appropriate); SmartMusic (grades 3-12 instrumental music); SightReadingFactory (grades 6-12 chorus). Teachers will measure student progress in specific skill areas using built-in platform tools and collect student feedback via surveys to gauge student engagement.

Rationale: Improve music learning and enhance student engagement in a remote environment supported by the use of online tools.

Performing Arts: 1.1 (*cont'd*)

Action Steps:

- Identify musical skills and concepts that can be effectively taught in a remote environment
- Develop a systematic approach for selecting online learning activities that support live synchronous teaching
- Use online platform-based formative assessments to track student achievement.
- Survey students to collect feedback on engagement.
- Assess the effectiveness of online tools based on student achievement with an eye on continued use of online tools

Science:1.1: K-12

Goal: During the 2020-21 school year, the science department will continue to adjust, and adapt the K-12 scope and sequence in order to continue offering an engaging, effective and rigorous curriculum through inquiry-based, hands-on learning regardless of instruction delivery (remote/hybrid). This will be accomplished through, but not limited to, the use of 1-2 reverse field trips (AHS), in 1-2 class labs/activities per unit (hybrid), 1-2 at home labs/activities (all) and 1-2 simulations per unit (3-12).

Rationale: continue offering students a high quality, rigorous science education despite the current global pandemic.

Science: 1.1: K-12 (Cont'd)

Action Steps:

- Create lessons and activities that can be adapted or modified regardless of delivery method.
- Use, adapt, and incorporate tools purchased by the district (Gizmos, Peardeck, Edpuzzle etc) as appropriate
- Use student feedback to adapt lessons as needed

Visual Arts Goal 1.1: K-12

Goal: During the 2020-21 school year, the K-12 Visual Art Department will continue to investigate, implement and evaluate the Teaching for Artistic Behavior (TAB) philosophy of art education. The success of this research and implementation will be measured by the examination of student artwork, student written statements and on teachers' lesson plans and instructional practice. New rubrics will reflect the increased emphasis on student choice, student independence and on students' ability to express personal feelings and ideas.

Rationale: The department began intensive work on TAB during the 2019-20 school year thanks to a generous Arlington Education Foundation Development and Expansion grant. That work was cut short by COVID-19, but this work needs to continue even in a remote way. The TAB approach to delivering art instruction empowers every student to become an independent artist and thinker. A "TAB" art teacher recognizes that their students are already artists and need to be given the power of choice and artistic self-determination in the art room (virtual or otherwise).

Visual Art: 1.1 K-12 (Cont'd)

Action Steps:

- Renew relationships with TAB consultants who were instrumental in the PD work completed last year. Contact the AEF to confirm extension of TAB grant
- Work with K-12 art teachers to tailor their student learning goals and professional practice goals so that they include continued professional development and implementation of TAB including in a remote teaching environment.
- Utilize department and common meeting time to investigate the connections between TAB, SEL and the Studio Habits of Mind.
- Promote art instruction that is choice-based, student-centered and culturally proficient and curricula design that includes anti-racism and an emphasis on students' freedom of expression.

Visual Art: 1.1 K-12 (Cont'd)

Progress:

- The Arlington Education Foundation has been contacted and it was determined that the AEF grant project and related funding can extend into the 2020-21 school year.
- TAB experts have been contacted and have agreed to continue their collaboration with the K-12 art staff.
- Many K-12 art staff student learning goals and professional practice goals developed this fall include TAB research, TAB implementation, and TAB and SEL professional development.

Wellness 1.1 K-5

Goal Objective 1.1: During the 2020-2021 school year, Wellness teachers will create classrooms remotely, identify skills and concepts to be taught and engage students in meaningful lessons through a variety of platforms. Students will be measured by participation, and engagement to gauge student progress.

Rationale: The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity while having fun.

Action Steps:

- Create Google classrooms by Sept 21, 11/30/20, 2/28/21, and 4/26/21 with the link for students taking PE that quarter .
- Identify Wellness skills and concepts that can be effectively taught in a remote environment by Feb 28.

Wellness 1.1 K-5 Cont.

- Creation of PE home kits
- Create lessons that engage students in physical activity both synchronously and asynchronously.
- Create a tool for collecting student feedback.
- Develop a systematic approach for selecting online learning activities that support live synchronous teaching.
- Morning meeting involvement

Progress on the goal: Google classrooms and Links created, Student attendance on Zoom, List of Wellness Concepts and Skills. Collection of feedback in Google Classroom. Morning meeting lessons, attendance & participation of students.

Resources: Technology (Devices and Proper Wi-Fi), access to Google, access to other platforms such as Edpuzzle, Peardeck, SeeSaw, Screencastify, etc.

Wellness 1.1 or 6-12

Goal Objective: **Goal Objective 1.1:** During the 2020-2021 school year, Wellness teachers will create classrooms remotely, identify skills and concepts to be taught and engage students in meaningful lessons through a variety of platforms. Students will be measured by participation, engagement and a variety of formal and informal assessments to gauge student progress.

Rationale: To Implement curriculum and content-based digital learning platforms to directly engage students in developing essential Physical Fitness and Health skills in a remote environment during the 2020-2021 school year.

Action Steps:

- Create Google classrooms by Sept 21 with the link (grades 10-12 electives will be by the beginning of each quarter) and post certain activities.
- Identify Wellness skills and concepts that can be effectively taught in a remote environment by 2/21

Wellness 1.1 6-12 Cont.

- Develop a systematic approach for selecting online learning activities that support live synchronous and asynchronous teaching.
- Create online formative assessments to track student achievement.
- Assess the effectiveness of online tools based on student achievement and participation

Progress on the goal

- Evidence of progress may include: Scope and Sequence of Wellness topics, Syllabus, Google classroom, Google forms, Chat Room, Edpuzzle, Google Slides, Charts, break out rooms, etc

Resources: Technology (Devices and Proper Wi-Fi), access to Google, access to other platforms such as Edpuzzle, Peardeck, etc.

World Languages 1:1: Grades 6-12

Goal: Teachers will integrate online tools and platforms (EdPuzzle, Extempore, Gimkit, Google Slides, Jamboard, Pear Deck, and Padlet) into their instruction in order to engage students in effective online language learning, and will provide opportunities for communication in the target language.

Rationale: Due to the ongoing COVID-19 pandemic, all world languages teachers have had to make a shift to all remote learning and restructure curriculum units in order to adapt to this new modes of instruction.

World Languages 1:1: Grades 6-12 cont'd

Action Steps & Measurement:

- Teachers will plan common learning experiences that integrate the above online learning tools and platforms during department and PLC meetings.
- Teachers will use resources of online learning platforms to gather formative assessment information to adjust planning and instruction.
 - i.e. use EdPuzzle dashboard to identify *types of questions* that need review; use Extempore dashboard to analyze sentence length.

Goal Objective 1.2

Goal Objective 1.2: Students will develop their social and emotional (SEL) skills through age-appropriate SEL instruction that includes an awareness of cultural bias, and by learning in classrooms where responsible decision making, empathy, and the importance of positive relationships are the norm.

Social Emotional Learning: 1.2: PK-12

- **Goal:** Students in grades PK-12 will have increased access to trusted adults and safe /supportive learning environments, in person and virtually, as demonstrated through an improvement in assessed scores and item analysis within climate surveys and student SEL measures.
- **Rationale for Goal:** This year student connection to community, through adult and peer relationships is paramount to engagement. The quality of student relationships, connectedness and belonging will have a direct relationship on the quality of their learning, whether in person or learning.

Social and Emotional Learning: 1.2: PK-12 (Cont'd)

- Students will have a touch point adult to connect with every school day via a live session of learning, or in person learning. Students will also have additional methods of communication to hear from and reach out to adults such as GC, email, websites, drop in Zooms, in person field trips, clubs and more.
- Climate surveys will be administered twice a year, once in the fall and once in the late spring.
- PBIS and MTSS measures may be used by Academy schools. Whole Child measures may be used.
- Adults in the district will receive robust training before school starts in SEL competencies and self/collective care to ensure their ability to model and teach SEL skills and create positive learning environments in person and virtually.

Social Emotional Learning: 1.2: PK-12: (Cont'd)

- 30 Day Mindfulness Challenge will be held for all staff in October to support staff wellness at the start of the year. Wise@Work app will be used throughout the year to support staff wellness.
- SEL PD will be continued throughout the year to support staff development of the three competencies for the year. Kernels will be introduced and taught monthly with support from University of Alabama.
- SEL Coach will support implementation of SEL curriculum in the lower grades at select buildings.
- RULER will be implemented at OMS and AHS within Advisory.

Goal: 2.0

Goal 2.0: Staff Excellence and Professional Development: The Arlington Public Schools will recruit, hire, retain, and build the capacity of a diverse staff to be excellent teachers and administrators by providing high quality professional development aligned to needs, instructional support, coaching, and an evaluation framework that fosters continuous improvement.

District Goal 2.1

Goal Objective 2.1: Professional learning for educators will reinforce targeted components of the academic curriculum, social emotional competencies and pedagogy, and will emphasize culturally responsive and data-informed instructional practices that support student learning and growth.

Cultural Literacy 2.1: Prek-12

Goal Objective 2.1: During the 2020-2021 school year, Arlington Public School staff will participate in 8 hours of anti-racism training that focuses on the development and implementation of activities and lessons that focus on identity and introspection. Progress will be measured by achievement and family, student and staff survey data.

Rationale: Historical student achievement data exhibits that students of color within the District perform at a lower than their white peers on local and state assessments. This gap in performance suggests that students of color are not receiving the same opportunity to succeed within the District. Thus, District staff need to develop an understanding of how their identity impacts their practice and learn how to develop lessons that invite their students to use their cultural background to enhance their learning experience.

Cultural Literacy: 2.1: Prek-12

Action Steps:

- District staff will participate in 3 hours of training that focuses on identity and introspection during the 9-days of pre-professional days at the beginning of the year.
- All staff will participate in 3.5 hours of anti-racism training focused on identity and introspection during the AM portion of our Nov 3 professional development day.
- Building administrators will use their faculty meetings to provide additional professional development on identity and introspection
- Arlington families, staff and students will respond to a survey administered 2 times during the year, once in the fall and once in the spring

Cultural Literacy 2.1: Prek-12 (cont'd)

Action steps:

- The data collected from the survey will be disaggregated and used to identify areas of strength and growth
- Staff will be given the opportunity to take the IDEAS course: *Anti-Racism I: Anti-Racist Practices to Support the Success of All Students*
 - This course provides 24 hours of instruction
 - Upon completion, staff receive the opportunity to apply for 2 graduate credits

Cultural Literacy 2.1: Grades K-12 (cont'd)

Goal: During the 2020-2021 school year, a district wide District Diversity, Equity, and Inclusion Team. The DEI team will develop a mission and vision statement and develop short term and long term goals for the district. Progress will be measured by the goals created by the DEI team.

Action Steps:

- Create a district wide diversity, equity and inclusion committee
- Use a variety of data sources to set short term and long term goals for the district

Digital Literacy 2.1: Grades K-12

Goal: Digital Learning professional development will be offered to teachers throughout the school year. The format and delivery for the professional development will be designed using instructional goals and data collected during the spring and fall of 2020. Progress will be determined by PD attendance and exit ticket feedback.

Rationale: In order to ensure the integration of newly acquired digital resources in the hybrid and remote academy, monthly professional development will be offered district-wide.

Digital Literacy 2.1: Grades K-12 (cont'd)

Action Steps:

- Create a schedule of PD sessions using November 3rd PD feedback survey data
- Create and share monthly sign up forms
- Refine PD based on feedback from attendees and team debrief sessions

- Progress on the goal
 - Evidence of progress will be determined by PD attendance and exit ticket feedback
 - Metrics used to determine progress: 1) number of staff attending PD, and 2) usage data obtained from Clever and resource reports

ELA/English: 2.1: K-5

Goal K-5: During the 2020-2021 school year teachers will implement new online tools that will provide data to inform instruction that supports student learning and growth. Literacy Coaches will monitor progress by examining usage data and its impact on assessment scores in the Data Bank.

Rationale: Due to the hybrid/remote learning environments teachers need alternative tools to engage and differentiate student learning.

Action Steps:

- Provide webinars for teachers to learn new online programs
- Create resources for teachers on the how to's of the programs
- Communicate with caregivers about the workings of the programs
- Create opportunities for teachers to look at student data to guide instruction
- Provide PD for teachers

ELA/English: 2.1: 6-12

Goal: During the 2020-2021 school year teachers will expand their facility with online tools as an integral part of their teaching. .Progress will be monitored through teacher discussion and feedback at PLC and department meetings.

Rationale: In the hybrid and remote environments, expanded use of technology will be a vital part of instruction.

Action Steps:

- Teachers will integrate online resources as part of their weekly planning and daily instruction.
- Teachers will use PLCs and department meetings to share their work.

History & Social Studies: K-12 Goal 2.1

Elementary & Secondary History/Social Studies 2.1 Goal (Multiyear): The K-12 history/social studies department will continue to incorporate diverse perspectives into the curriculum as well as integrate antiracist teaching practices into instruction.

Rationale: After the murder of George Floyd in Spring 2020 and the ensuing protests around racial equity and justice, it is important more than ever, for the history/social studies department to build on the skills and knowledge needed to understand current issues of diversity, equity, and inclusion in the U.S. and the world today. As noted in the Arlington Public School's "Vision of Student as Global Citizen," "Students will strive to be empathic, responsible, active members of a local and global community who are aware of the role that bias and prejudice play in society."

History & Social Studies: K-12 Goal 2.1 (cont'd)

Elementary Action Steps/Measurement:

- Teachers will utilize books, readings, videos, and other multimedia that reflect the history and stories of BIPOC groups.
- The history/social studies department will create a guide to help teachers teach holidays such as Columbus Day and Thanksgiving in culturally responsive ways.
- 3rd, 4th, and 5th grade teachers will be provided with professional development around the way scholars are studying as well as writing about slavery, from our professional development partner, Primary Source. Teachers who are interested in pursuing this learning will be provided with an opportunity for a longer PD session during summer 2021. Teachers will also use this work as an introduction to inform new lessons related to ideas around difference, race, antiracism, and slavery. The creation and implementation of these lessons will begin in the 2021-2020 school year.

History & Social Studies: 2.1: K-12 (Cont'd)

- By the end of the year, we will create a K-5 social studies race and antiracism working group composed of both teachers and support staff in order to come up with further action steps towards this goal for future years.

Secondary Action Steps/Measurement:

- Teachers will utilize books, readings, videos, and other multimedia that reflect the history and stories of BIPOC groups.
- At least two professional development experiences connected to race/antiracism for teachers facilitated by outside organizations (IDEAS, Facing History & Ourselves, Teaching Tolerance, and Primary Source)
- The history/social studies director will identify additional professional development opportunities around diversity, equity, and inclusion for teachers

History & Social Studies: 2.1: K-12 (Cont'd)

- Department meetings, PLC meetings, and common planning time to work on updating curriculum
- History department antiracism committee will meet at least once a month with the goal of producing the following documents:
 - History department race & antiracist mission statement and core beliefs
 - List of proposed terminology in reference to racial groups
 - Strategies for teachers to foster conversations about race
 - Establish action steps for this goal for 2020-2021 school year
- Create a document that vertically scaffolds when/how concepts relating to race and antiracism will be introduced into the history curriculum

Mathematics: 2.1: K-12

Goal: During the 2020-2021 school year, grades k-12 teachers will continue to explore and develop their understanding of tech platforms to increase student learning and engagement.

Rationale: Using technology to connect with all students.

Action Steps:

- Plan all eight secondary department meetings with a focus on identifying problems of practice and identifying tech solutions.
- Plan all elementary professional development with an option for focus on instructional technology.
- Purchase tech platforms to assist in skills development and data collection.

Mathematics: 2.1: K-12 (Cont'd)

- Focus on core instructional platforms: Peardeck, Desmos, EdPuzzle, and Jamboard.
- Focus on Zoom and its uses: polls, whiteboard, breakout rooms, and chat.

METCO Program: 2.1: K-12

Goal Objective: During the 2020-2021 school year, METCO staff will participate in weekly training sessions focused on developing strategies for support students in a majority white school district. Activities and topics include who can staff teach students how to respond to microaggressions. Progress will be monitored by giving staff exit tickets after each session.

Rationale: The team provides social emotional support around the current social justice issues that has plagued the nation this year and designing curriculum to have thought-provoking cultural relevance conversations.

Action Steps:

- The team will participate in Equity Pt. 1 & 2 PD the first 2 weeks of school.

METCO Program: 2.1. K-12

- The team will participate in anti-racism training focused on identity and introspection during the AM portion of our Nov 3 professional development day.
- The director and social workers will meet bi-weekly to discuss our outreach methods and what academic and social-emotional inventions are needed and how the program can continue to provide resources.

Performing Arts 2.1: K-5

Goal Objective: Develop and implement strategies and program to diversify curriculum content to expose students to a broad range for composers, musicians and ensembles by participating in the national *Musician of the Month Project*. The Department will measure the impact of the program through direct student feedback via surveys and reflections embedded in learning activities.

Rationale: Inspire students to be lifelong music makers through featuring diverse musicians who act as role models who represent a balanced and broad range of racial, ethnic, cultural, and gender groups so that students have multiple opportunities to learn about and experience the ways in which performing artists contribute to the global community.

Performing Arts: 2.1: K-5 (Cont'd)

Action Steps:

- Research and select a diverse group of musicians who represent a broad spectrum of racial, ethnic, cultural, and gender identities.
- Create units of study that engage students in guided listening lessons presented synchronously and asynchronously that will result in increased lessons focused on multicultural music education.
- Create learning opportunities that engage students in reflective thinking.
- Create a tool for collecting student feedback to measure student engagement
- Following implementation, reflect on the successes of the year and identify areas for potential growth.

Science: 2.1: K-5

Goal: During the 2020-21 school year, the k-5 science department will continue to develop and explore the curriculum k-5 curriculum in order to create a cohesively and vertically aligned curriculum that incorporates various instructional methods that can be used regardless of instructional delivery method.

Rationale: To create an equitable and cohesive unit of study for all APS students

Action Steps:

- Use PD time to focus on instructional methods/technology
- Work with science leaders to create a vertically aligned curriculum
- Work with grade level groups to incorporate technology tools (Gizmos, Brainpop, Newsela) into the curriculum.

Science: 2.1: 6-12

Goal: During the 2020-21 school year, the science department will create a safe, nurturing, and respectful learning/working environment resulting in an educational experience that supports the whole child by fostering social, emotional, and academic skill development throughout all grades. This will be accomplished by learning about and incorporating inclusive strategies and curricula in order to address biases and support marginalized groups. Examples: gender expansive as well as anti racist practices and curricula, celebrating and supporting cultural, language, ability, religious differences.

Rationale: creation of more inclusive classrooms have been shown to increase students achievement as well as social emotional wellbeing

Science: 2.1: 6-12 (Cont'd)

Action Steps:

- Create a departmental vision for an inclusive classroom.
- Use department meetings to discuss identity, and how our practice can be improved.
- Find opportunities within the curriculum to discuss identity.

Special Education: 2.1

Goal: Special educators will continue to develop the assessment, analytical, and instructional skills to delivery literacy instruction that's targeted using assessment to inform students' learning profiles and select appropriate interventions.

Rationale: Readers struggle due to deficits in four component areas of reading phonological, naming speed (retrieval), oral language, and/or working memory. In order to effectively intervene educators need to administer the right assessment tools and gather student performance data and be able to interpret the information to determine the correct profile in order to intervene with the appropriate tools and instruction.

Special Education: 2.1 (Cont'd)

Action Steps:

- Review graphic organizers and interpretation of assessment data
- Practice creating goals & objectives
- Role play representing framework at IEP meeting.
- Continue compiling school-database for students with reading goals.
- Collect DIBELS & PAST Progress Monitoring Data
- Participate in differentiated on-line instructional modules for creating structured literacy lessons

Visual Arts Goal 2.1 K-12

Goal objective: To continue staff professional development in the areas of Teaching for Artistic Behavior (TAB), Social and Emotional Artistic Learning (SEAL) and Cultural Proficiency in both a hybrid and remote environment. The success of this professional development will be measured by the examination of student artwork, student written statements and on teachers' lesson plans. New assessment rubrics will reflect the increased emphasis on student choice and on students' ability to express personal feelings and ideas.

Rationale: The development of teachers' skills in these areas helps us move even closer to a K-12 art curriculum that empowers all students to be independent art makers and global thinkers. The intention of this training is to also increase the cultural proficiency in all art programs, to incorporate anti-racist content, and to help us meet the social and emotional needs of all students.

Visual Art 2.1: K-12 (Cont'd)

Action steps:

- Teachers will continue to engage in professional development related to TAB, SEAL and anti-racism.
- Teachers will collaborate to develop ways (including rubrics) to assess student growth and to assess the success of the TAB philosophy
- Teachers will continue to explore the best ways to deliver art instruction in a hybrid and fully remote setting.
- Teachers will gain proficiency in the use of online tools including Zoom, Google Classroom, Padlet, EdPuzzle, ScreenCastify, Jamboard and Bitmoji Classroom.
- Teachers will use department meeting time and common planning time to share best practices, student artwork and written statements and to share diverse historical and contemporary artist exemplars.

Wellness 2.1: K-12

Goal Objective 2.1: During the 2020-2021 school year, Wellness teachers will participate in Professional learning for educators to incorporate culturally responsive instructional practice that supports student learning and growth.

Rationale: Students will be lifetime learners of Social Inclusion , that will represent a broad range of racial, ethnic, cultural, and gender groups, so that students have multiple opportunities to see them themselves in the curriculum as well as acceptance of others. All forms of physical activity aim at expressing or improving physical fitness and mental well-being, and forming relationships

Action Steps:

- All staff will participate in Equity Pt. 1 & 2 PD the first 2 weeks of school.
- All staff participate in anti-racism training focused on identity and introspection during the AM portion of our Nov 3 professional development day.

Wellness 2.1: K-12 (Cont'd)

- School - Wide Activities
- Integrate diversity throughout the curriculum through curriculum development and morning meetings to include racial, ethnic, cultural, and gender identities.
- Integrate diversity throughout the curriculum to include racial, ethnic, cultural, and gender identities.
- Following implementation, reflect on the successes of the year and identify areas for potential growth.

Progress Toward Goal: Completion of trainings, Morning Meetings, School-Wide Activities, Curriculum implementation, Advisory, Representation of diverse instructors/video, Google forms to solicit feedback and reflection of stress, anxiety as well as a growth mindset. Examples of cultural backgrounds in nutrition.

Resources: PD offered by the district, School based staff, Department Meetings

World Languages: 2.1: Grades 6-12

Goal: During the 2020-2021 school year, teachers will explore and develop their understanding of online tools and platforms in order to provide effective remote world languages learning.

Rationale: With all world languages instruction taking place remotely, integration of technology is essential.

Action steps:

- Purchase tools and platforms to support speaking in the target language
- Support external professional development for effective online world languages learning, both in person and online (summer)

World Languages: 2.1: Grades 6-12 cont'd

Action steps cont'd:

- Plan professional development of effective online world languages instruction (during the school year)
- Plan department meetings to address specific challenges in instruction, including social emotional and culturally responsive practices

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Comments/Questions



Town of Arlington, Massachusetts

Approval of minutes



Town of Arlington, Massachusetts

Old Business



Town of Arlington, Massachusetts

New Business



Town of Arlington, Massachusetts

Adjournment



Town of Arlington, Massachusetts

Submitted by Len Kardon, Chair